

The Role of Islamic Leadership, Organizational Culture, and Computer Anxiety in Improving Teacher Performance

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ABSTRACT

This study aims to analyze the influence of Islamic leadership, organizational culture, and the effect of computer anxiety on teacher performance at SMP Negeri 5 Ponorogo. The subjects in this study were all teachers at SMP Negeri 5 Ponorogo located at Jl. Dr. Soetomo, No. 11, Bangunsari, Ponorogo District, Ponorogo Regency, East Java. The sampling technique in this study used saturated sampling with a population of 65. Data collection techniques used in this study were interviews, observations, and questionnaires. The data analysis method used was multiple linear regression analysis with the SPSS program version 25.00. The results of the study showed that the Islamic Leadership variable had a significant effect on teacher performance at SMP Negeri 5 Ponorogo. The organizational culture variable had a significant effect on teacher performance at SMP Negeri 5 Ponorogo. The effect of computer anxiety variable had a significant effect on teacher performance at SMP Negeri 5 Ponorogo. The Islamic Leadership variable, organizational culture, and the effect of computer anxiety had a significant effect on teacher performance at SMP Negeri 5 Ponorogo.

Keywords: *Islamic leadership, organizational culture, computer anxiety effect, and performance*

INTRODUCTION

Teachers are a key factor in improving the quality of education because they occupy a strategic position as the primary implementers of the learning process in schools. Educational success is largely determined by the presence of professional teachers who are able to carry out learning tasks responsibly. Teachers play a crucial role in determining the success of learning and the overall quality of education, given that they are the human elements who interact most directly with students in the education system (Trisnantari, 2012). Therefore, efforts to improve the quality of education in schools cannot be separated from the demand for optimal teacher performance.

Teacher performance has specific characteristics that allow it to be evaluated and measured based on competency standards that every teacher must possess. Teacher performance is reflected in the behavior and activities displayed during the learning process. Kusmianto (2012:49) explains that teacher performance criteria relate to the quality of task implementation, including the ability to work individually with students, the level of student engagement in various learning experiences, the use of appropriate learning media, lesson preparation and planning, and active teacher leadership in the classroom (Ansori & Wahyudiati, 2025). In addition, teacher performance also includes



aspects of the quantity and quality of work, independence, initiative, cooperation, and the ability to adapt to change.

One of the issues that frequently arises in the context of teacher performance in schools relates to the principal's leadership style. Principals and teachers are two key elements that interact with each other and influence the quality of education (Rohmah, 2024). Within a school organization, the relationship between principals and teachers is one of leader and subordinate, requiring harmonious and synergistic cooperation. Therefore, achieving optimal educational quality requires effective collaboration between teachers and principals.

Effective principal leadership is expected to motivate teachers to carry out their duties optimally by mobilizing all their abilities, attention, and commitment. One leadership style relevant to the school context is Islamic leadership. Subhan (in Djunaidi, 2013) defines Islamic leadership as an individual's ability to influence others to actively engage in activities based on Islamic character and principles. This leadership emphasizes exemplary values, justice, and moral responsibility, so that the leader's authority does not stem solely from formal position, but from the trust and respect of subordinates.

Ideal Islamic leadership is one that consistently implements managerial systems and mechanisms based on Islamic values, implemented by leaders, teachers, and all school staff. From an Islamic perspective, leadership is not only accounted for horizontally to organizational members, but also vertically, as a trust that will be accounted for before Allah SWT. Thus, Islamic leadership contains strong moral and spiritual dimensions that have the potential to influence teacher attitudes, behavior, and performance.

Besides leadership, another factor that influences teacher performance is organizational culture. Moeheriono (2012) states that organizational culture is a set of values, beliefs, and basic assumptions implicitly accepted by organizational members and serves as a guideline for acting and responding to the environment. A strong organizational culture will shape the attitudes and behavior of organizational members in accordance with agreed-upon values and standards, thus being reflected in individual performance and the overall performance of the organization. In the school context, a conducive organizational culture can encourage teachers to work in a disciplined, professional manner, and with a focus on improving the quality of learning.

Another factor that influences teacher performance is computer anxiety. Igbaria and Parasuraman (2013:13) define computer anxiety as an individual's tendency to feel worried, afraid, or uncomfortable when using information technology, both now and in the future. Teachers' levels of computer anxiety can be influenced by various factors, such as age, low interest in learning technology, fear of making mistakes, and lack of experience using computers (Najibullah & Abdurrazaq, 2025; Suparman et al., 2021). This condition can impact the low utilization of technology in the learning process and in completing administrative tasks.

Although computers and information technology offer numerous benefits in education, many teachers still experience anxiety in their use. This anxiety stems from limited knowledge and skills in operating computers, preventing teachers from utilizing technology optimally. As a result, technology-based learning and completing school assignments are less effective.

The subjects of this study were teachers at SMP Negeri 5 Ponorogo, selected based on initial observations that indicated suboptimal teacher performance. These included teachers consistently being less than punctual in carrying out learning activities, being late in completing assignments, having difficulty operating computers, and inaccurately

implementing learning methods due to limited technological capabilities. This situation demonstrates the need for serious attention from the school and teachers to implement continuous improvement.

The school has made various efforts to address these issues, including instilling a sense of discipline in teachers through awards for exemplary teachers, conducting computer training to support learning and assignment completion, and providing guidance on selecting and implementing appropriate learning methods. However, the effectiveness of these efforts still requires scientific study.

Based on the background description, the problem formulation in this study is: (1) does Islamic leadership influence teacher performance at SMP Negeri 5 Ponorogo; (2) does organizational culture influence teacher performance at SMP Negeri 5 Ponorogo; (3) does the effect of computer anxiety influence teacher performance at SMP Negeri 5 Ponorogo; and (4) do Islamic leadership, organizational culture, and the effect of computer anxiety simultaneously influence teacher performance at SMP Negeri 5 Ponorogo.

METHODS

This research is quantitative. The population consisted of teachers at SMP Negeri 5 Ponorogo. The sampling technique used was saturated sampling, with a sample size of 65 respondents. The data sources used were primary and secondary data. Data collection methods included interviews, observation, and questionnaires.

Data analysis

Multiple Linear Regression Test

Gozali (2013:96) Regression analysis is used to measure the strength of the relationship between two or more variables and also to explain the direction of the relationship between the dependent and independent variables. The formula for this research's multiple linear regression analysis is as follows:

$$\check{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Multiple Determination Coefficient (R²)

The R² value is used to measure the simultaneous contribution of the variables studied to the dependent variable. The R² testing criteria are (Gujarati, 2013:298): a) If the Adjusted R² is close to 1, it means there is a strong influence between the independent variable and the dependent variable. b) If the Adjusted R² is close to 0, it means there is a weak influence or no influence between the independent variable and the dependent variable. c) If the Adjusted R² = 1, it means there is a perfect influence between the independent variable and the dependent variable.

RESULTS AND DISCUSSION

Results

Multiple Linear Regression Test

Based on the results of data analysis using the SPSS v25.00 application, the results of the multiple linear regression analysis can be seen as follows:

Table 1. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1,687	1,182		1,428	,158
Islamic leadership	,339	,083	,277	4,087	,000
Organizational culture	,433	,068	,521	6,408	,000
Effects of Computer Anxiety	,601	,139	,263	4,325	,000

Source: Processed primary data (2021)

In table 1, a multiple regression equation model is obtained, where the beta value is taken from the understood coefficients as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$\hat{Y} = 1,687 + 0,339X_1 + 0,433X_2 + 0,601X_3 + e$$

In accordance with the resulting regression equation, the regression model is explained below:

1. Constant value = 1.687. The constant value gets a positive value of 1.687. This shows that if Islamic leadership, Organizational Culture, Computer Anxiety Effects and e are not implemented or have a constant value (0), then Teacher Performance at SMP Negeri 5 Ponorogo (Y) is 1.687.
2. The value of the coefficient $b_1 = 0.339$, meaning that if the value of the Islamic leadership variable (X_1) increases by one point, while the other independent variables remain the same, then Teacher Performance at SMP Negeri 5 Ponorogo (Y) will increase by 0.339 points.
3. The coefficient value $b_2 = 0.433$ means that if the value of the organizational culture variable (X_2) increases by one point, while the other independent variables remain constant, then the performance of teachers at SMP Negeri 5 Ponorogo (Y) increases by 0.433 points.
4. The coefficient value $b_3 = 0.601$ means that if the value of the Computer Anxiety Effect variable (X_2) increases by one point, while other independent variables remain constant, then Teacher Performance at SMP Negeri 5 Ponorogo (Y) will increase by 0.601 points. This is because teachers who experience difficulties in using computers will continue to try to resolve the difficulties they experience. Therefore, teachers who experience the Computer Anxiety Effect will also have high performance, because teachers continue to try to resolve the difficulties they experience so that work results can remain optimal.

Based on the data analysis carried out, it can be seen that the results of the F test can be seen in the following table:

Table 2. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	448,672	3	149,557	140,643	,000
Residual	64,866	61	1,063		
Total	513,538	64			

Source: Processed primary data (2021)

It is known based on table 2, the magnitude of F count = 140.643 > F table = 2.755 (Source: F table value with $df_1 = 3$ and $df_2 = 61$) with $\text{sig } F = 0.000 < \alpha = 0.05$. the meaning is that simultaneously the variables of Islamic leadership, Organizational Culture, and Computer Anxiety Effect have a significant effect on Teacher Performance at SMP Negeri 5 Ponorogo, meaning H_0 is rejected and H_a is accepted.

Multiple Determination Coefficient (R2)

Based on the data analysis carried out, the results of the multiple determination coefficient can be seen as in the following table:

Table 3. Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error the Estimate	Durbin-Watson
1	,935	,974	,867	1.03121	1,596

Source: Processed primary data (2021)

The test results in Table 3 show that the R2 value in this study is 0.874 or 87.4%. The multiple determination coefficient value is taken from R Square. These results indicate that the percentage of influence is large. Islamic leadership, organizational culture, and the effect of computer anxiety on teacher performance at SMP Negeri 5 Ponorogo amounted to 87.4%, while the remaining 12.6% was influenced by other independent variables that were not studied.

Discussion

The discussion analysis is a descriptive description of the research results based on the findings. Regarding the problems discussed regarding Islamic leadership (X1), organizational culture (X2), the effect of computer anxiety (X3). Based on the results of the analysis using the SPSS program, the following results were obtained:

The Influence of Islamic Leadership (X1) on Teacher Performance (Y) at SMP Negeri 5 Ponorogo

Based on the data analysis conducted, it can be seen that in the Islamic leadership variable (X1) $t_{hitung} > t_{tabel}$ ($4.087 > 1.998$), meaning H_0 is rejected and H_a is accepted. This means that the Islamic leadership variable (X1) has a significant influence on the performance of teachers at SMP Negeri 5 Ponorogo (Y).

The Influence of Organizational Culture (X2) on Teacher Performance (Y) at SMP Negeri 5 Ponorogo

Based on the data analysis that has been carried out, it can be seen that in the Organizational Culture variable (X2) $t_{hitung} > t_{tabel}$ ($6.408 > 1.998$), meaning H_0 is rejected and H_a is accepted. This means that the Organizational Culture variable (X2) has a significant influence on Teacher Performance at SMP Negeri 5 Ponorogo (Y).

The Influence of Computer Anxiety (X3) on Teacher Performance (Y) at SMP Negeri 5 Ponorogo

It can be seen from the data analysis that in the Computer Anxiety Effect variable (X3) $t_{hitung} > t_{tabel}$ ($4.325 > 1.998$), meaning H_0 is rejected and H_a is accepted. This means that the Computer Anxiety Effect variable (X3) has a significant influence on Teacher Performance at SMP Negeri 5 Ponorogo (Y).

The Influence of Islamic Leadership (X1), Organizational Culture (X2), and Computer Anxiety (X3) on Teacher Performance (Y) at SMP Negeri 5 Ponorogo

Based on the data analysis conducted, it can be seen that the magnitude of $F_{count} = 140.643 > F_{table} = 2.755$ (Source: F_{table} value with $df_1 = 3$ and $df_2 = 61$) with a significance level of $F = 0.000 < \alpha = 0.05$. This means that simultaneously the variables of Islamic leadership, Organizational Culture, and Computer Anxiety Effect have a significant effect on Teacher

Performance at SMP Negeri 5 Ponorogo, so that the results obtained are that H_0 is rejected and H_a is accepted.

The results of multiple linear regression analysis indicate that Islamic leadership, organizational culture, and the effects of computer anxiety statistically significantly influence teacher performance at SMP Negeri 5 Ponorogo. All independent variables have positive regression coefficients with a significance level below 0.05, indicating a unidirectional relationship between the independent variables and teacher performance. This finding aligns with the theory of organizational behavior, which states that individual performance is influenced by a combination of leadership factors, the work environment, and the individual's psychological state. Previous research also indicates that teacher performance is not solely determined by pedagogical competence but is strongly influenced by the value system and organizational climate in which the teacher works. Therefore, the resulting regression model can be considered relevant and contextual in explaining the phenomenon of teacher performance in the school environment (Emy, 2021).

The influence of Islamic leadership on teacher performance can be explained through the theories of values-based leadership and spiritual leadership, which emphasize the importance of internalizing moral values, ethics, and exemplary leadership. Islamic leadership, which prioritizes the principles of trustworthiness, justice, and responsibility, is believed to build teacher trust and commitment to the organization. Previous research has shown that leadership oriented toward religious and ethical values has a positive correlation with job satisfaction, loyalty, and employee performance, including in the education sector (Hossain et al., 2024; Ahmed et al., 2021). With a leader who is consistent between words and actions, teachers are motivated to perform optimally because they feel valued, guided, and have work goals aligned with personal and organizational values.

Organizational culture has been shown to have a significant and dominant influence on teacher performance, which aligns with Schein's theory of organizational culture, which states that an organization's values, norms, and basic assumptions shape the behavior and work patterns of its members. A strong and positive organizational culture can create stability, direction, and meaning in the work of teachers. Several previous studies in educational management have shown that schools with a conducive organizational culture tend to have higher levels of teacher performance because this culture encourages collaboration, discipline, and professional commitment (Muafidah et al., 2024; Badar et al., 2024). In this context, organizational culture acts as an effective social control mechanism in directing teacher work behavior without having to rely entirely on formal rules.

The positive effects of computer anxiety on teacher performance can be explained through a work psychology approach and occupational stress theory, particularly the concept of eustress. Several previous studies have shown that moderate levels of anxiety about technology can encourage individuals to increase their learning and adaptation efforts, especially when job demands require mastery of specific technologies (Henderson & Corry, 2021; Tuzzahrok et al., 2025). In education, teachers experiencing computer anxiety are often encouraged to participate in training, study independently, or seek help from colleagues to meet the demands of technology-based administration and learning. Therefore, computer anxiety, to a certain extent, is not always dysfunctional; instead, it can be a positive stimulus that encourages improved teacher performance.

Simultaneously, Islamic leadership, organizational culture, and the effects of computer anxiety have a very significant influence on teacher performance, as indicated by the calculated F value which is greater than the F table and the high coefficient of determination. This finding strengthens the results of previous studies which concluded that teacher performance is a multidimensional phenomenon influenced by structural, cultural, and psychological factors simultaneously. The high coefficient of determination value indicates that this research model has strong explanatory power, although there is still room for other factors such as intrinsic motivation, professional competence, and organizational support to be further investigated. Thus, improving teacher performance is ideally done through a holistic approach that integrates values-based leadership, strengthening organizational culture, and sustainable management of technology adaptation.

CONCLUSIONS

Based on the research results and discussion, it can be concluded that Islamic leadership, organizational culture, and the effect of computer anxiety have a significant influence on teacher performance at SMP Negeri 5 Ponorogo. The results of multiple linear regression indicate that all independent variables contribute positively to improving teacher performance, both partially and simultaneously. Islamic leadership has been shown to play an important role in shaping teachers' professional attitudes through internalizing the values of trust, justice, and exemplary behavior that encourage work commitment. Organizational culture has a relatively dominant influence, indicating that school values, norms, and work climate are key factors in shaping teacher behavior and performance on an ongoing basis. The effect of computer anxiety also has a significant influence on teacher performance, indicating that technological anxiety at a certain level can encourage teachers to adapt and improve their competence. The results of the F test strengthen the finding that all three variables together have a very significant influence on teacher performance. The coefficient of determination value of 87.4% indicates that most of the variation in teacher performance can be explained by this research model. This confirms that teacher performance is a multidimensional phenomenon influenced by leadership factors, organizational culture, and psychological work conditions. The findings of this study are in line with organizational behavior theory and the results of previous research in the field of educational management. However, there are other factors beyond the research model that influence teacher performance. Therefore, improving teacher performance requires a comprehensive and integrated approach. An approach that combines strengthening values-based leadership, developing a conducive organizational culture, and managing sustainable technology adaptation is crucial.

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